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AN EVALUATIVE STUDY OF TEACHER-PRINCIPAL RELATIONSHIPS

IN THE ELEMENTARY SCHOOLS AT ST. CHARLES, ILLINOIS  
(TITLE)

BY

Cyril Goldman

PLAN B PAPER

SUBMITTED IN PARTIAL FULFILLMENT OF THE REQUIREMENTS FOR  
THE DEGREE MASTER OF SCIENCE IN EDUCATION  
AND PREPARED IN COURSE

Education 480

IN THE GRADUATE SCHOOL, EASTERN ILLINOIS UNIVERSITY,  
CHARLESTON, ILLINOIS

1965

YEAR

I HEREBY RECOMMEND THIS PLAN B PAPER BE ACCEPTED AS  
FULFILLING THIS PART OF THE DEGREE, M.S. IN ED.

August 6, 1965  
DATE

ADVISER

8/5/65  
DATE

DEPARTMENT HEAD

## A C K N O W L E D G M E N T S

I wish to acknowledge my deep indebtedness to the following persons for the help they have given:

1. The Superintendent and Elementary Teachers in St. Charles who made the survey possible.
2. My wife, Mae, for her assistance and patience during the preparation of the paper.
3. Dr. Curtis Garner and other faculty members for reading the paper and improving it through their helpful suggestions.

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## CHAPTER I

### INTRODUCTION

Good teacher-principal relations are essential to the orderly and successful operation of any school. A successful and creative approach to a program of education can be achieved only if there is understanding and cooperation between teachers and the principal. This study assumed from its origin that teacher-principal relationships in St. Charles were generally affirmative. Thus this undertaking represents an attempt to improve good relations. This can be achieved through a careful assessment of the results of this survey and a subsequent effort to improve indicated areas of weaknesses.

#### Statement of Problem

This study is a report of the findings of an opinion survey involving teachers employed in the elementary schools (K-6) of district #303, St. Charles, Illinois. The survey was concerned with teacher feelings in regard to the professional relationship which exists between teachers and principals.

More specifically, the study attempted to achieve the following objectives to determine (1) which characteristics

are important for successful principals in the elementary school; to discover (2) how teacher needs can be met through improved administration; and to derive (3) conclusions as to teacher-principal relationships in St. Charles.

### Procedure Followed in The Study

This study arose from: (1) an awareness of the necessity of good teacher-principal relations and (2) reading in the field of school administration in graduate courses.

The method and procedure employed in the study began with a conference with the Superintendent of St. Charles Schools to discuss the intent of the survey and to receive his initial approval. Then, the questionnaire was constructed by using the text Supervision for Better Schools by Kimball Wiles.<sup>1</sup> The master copy was reviewed and approved by the Superintendent. Ditto copies were prepared and distributed to eighty elementary teachers (K-6) through the inter-school mail (see appendix B). An introductory letter (see appendix A) was attached to the questionnaire explaining the survey's purpose, requesting the cooperation of the teachers, and introducing the writer. A self-addressed, stamped envelope was included with the instrument to facilitate its return.

The tabulation from the questionnaires was evaluated in an attempt to determine current teacher-principal relations in

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<sup>1</sup>Kimball Wiles, Supervision for Better Schools (New York: Prentice-Hall, Inc., 1950), pp. 3-321.



St. Charles, and to obtain helpful information about the possible direction of future action. Also, the professional literature in the field of elementary teacher-principal relations was reviewed and the findings noted.

## CHAPTER II

### REVIEW OF THE DESIRABLE CHARACTERISTICS OF TEACHER-PRINCIPAL RELATIONSHIPS AS REVEALED IN LITERATURE

#### A Brief Historical Development of The Principalship

No accurate information is available to indicate just when the term "principal" came into being. Mentions are made of the teaching principal very early in educational literature. The term, principal, has changed greatly in meaning since first used and is changing continuously. The desirability of these numerous changes is recognized in terms of becoming professional in theory and in practice.

The elementary school's increased enrollment established a need for a larger faculty. Moreover, larger buildings were needed to handle the larger enrollments. This increase in number produced the necessity of placing one person in charge. This necessity of placing one teacher in charge of school affairs for that particular school resulted in the teacher being designated as the head or principal-teacher. No reduction in the normal teaching load was awarded the teacher so designated. As the schools became more complicated and larger in size, the teacher-

principal was relieved of some of the teaching responsibilities. This established the principal in the American Schools as a part-time administrator.<sup>2</sup>

The history of the development of the school principal as a professional person with great responsibilities to the success of our democratic way of life has been slow. The very nature of their work made some teachers generally apathetic, even negative, toward the school principal. The school superintendent has been much more acceptable to the general public than has the school principal. Many school superintendents looked at their principals as clerical workers with little or no administrative ability or authority. Many school boards looked at principals as errand boys, refusing to admit the adequacies in their professional knowledge of the school needs. Professional organizations even hindered the growth of the principalship as an administrative position by classifying them as teachers. It was not until 1930 that a majority of the professional organizations had established professional groups especially for school principals.<sup>3</sup> This slowness of developing the abilities and competencies of school principals has been a handicap to the growth of organized public school personnel administration.

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<sup>2</sup>B. J. Chandler and Paul V. Petty, Personnel Management in School Administration (New York: World Book Co., 1955), p. 39.

<sup>3</sup>Ibid., pp. 578-579.

### Professional Standards for Elementary Principals

The early principals were taken from the teaching staff and received little or no formal training in their new administrative position. The feeling was that a school teacher should be familiar with the school plant and should therefore be a good administrator. This fact plus the multiplicity of functions of the school principal caused the early experiences of school administrators to be melancholy.<sup>4</sup>

Willard S. Elsbree points out in his book Elementary School Administration and Supervision that the Department of Elementary School Principals of the National Education Association has been active for many years in working for higher professional standards for principals. The Editorial Committee of the 1948 Yearbook made the following recommendations for principalship:<sup>5</sup>

1. That every school system should have a written statement of the basic personal and professional standards to be required of all persons appointed to the principalship. These standards should be formulated by the superintendent and his staff in co-operation with local principal's organizations.
2. That these standards should require at least two years of successful elementary school experience, part of which includes direct classroom responsibilities.

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<sup>4</sup>Ibid., pp. 578-579.

<sup>5</sup>Willard S. Elsbree and Harold J. McNally, Elementary School Administration and Supervision (New York: American World Company, 1959), p. 442.

3. That the professional preparation should not be less than the master's degree including special preparation in educational philosophy, administration and supervision of elementary schools, child psychology and development, curriculum, and instructional methods.
4. That in selecting new principals, discriminations should not be made on the basis of sex, residence, or other irrevelant factors. However, it is to be hoped that future local standards for the principalship will be so clearly stated and so courageously applied that the proportion of the young people who undertake the principalship as a life career will be greatly increased.
5. That there should be, in addition to physical examinations, a series of tests of emotional stability, intelligence, professional knowledge, and cultural interests. The minimum points on these tests, below which no appointments will be made, should be set in co-operation with the local principals' association.
6. That likely candidates for the principalship should be interviewed by committees of principals as well as by the superintendent and his staff. These committees should have authority to indicate those candidates who, on the basis of the evidence, are qualified for listing in the records from which the superintendent makes his appointments.<sup>6</sup>

The State of Illinois was one of many states that saw the need for more professional training for school administrators. Additional professional requirements were placed upon the certification of principals. According to the Illinois School Code:

Article 21, Section 6, an elementary supervisory certificate may be issued which shall be valid for 4 years for teaching and supervising below the 10th grade in the common schools. It shall be issued to persons who have graduated from a

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<sup>6</sup>Ibid.

recognized institution of higher learning with a bachelor's degree and with not fewer than 120 semester hours including a minimum of 16 semester hours in professional education, who hold a valid elementary school certificate as described in Section 21-3 or meet the requirements for issuance of such certificate, and who have taught for 4 years in the kindergarten or 1 or more of the first 9 grades of the common schools.

Article 21 section 6 of the Illinois School Code has been amended and beginning July 1, 1966, (section 21-7.1) an administrative certificate valid for 4 years for teaching, supervising and administering in the public common schools may be issued to persons who have graduated from a recognized institution of higher learning with a master's degree and who have been certified by these institutions of higher learning as having completed a program of preparation for one or more of these endorsements. Such programs of academic and professional preparation required for endorsement shall be administered by the institution in accordance with standards set forth by the Superintendent of Public Instruction in consultation with the State Teacher Certification Board.

The general administrative endorsement shall be affixed to the administrative certificate of any holder who has at least 20 semester hours of graduate credit in educational administration and supervision and who has at least two years of teaching experience in public schools.

Such endorsement shall be required for principal, assistant principal, assistant or associate superintendent, junior college dean and for related or similar positions as determined by the superintendent of Public Instruction in consultation with the State Teacher Certification Board.<sup>7</sup>

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<sup>7</sup>The School Code of Illinois (1963), pp. 212-213.

### Democratic Leadership in Our Schools

The democratic leadership desired in our schools is based upon the tenets of the American Democratic Society. Grace Graham, in her book The Public School in the American Community, listed these as a belief in:

1. The intrinsic worth of the individual irrespective of his race, religion, or socio-economic level.
2. Equality of opportunity.
3. Cooperation in solving the problems of general welfare.
4. The use of reason in solving problems.
5. The improvability of man.
6. Government by consent.<sup>8</sup>

Citizens in the American Democratic Society have faith in their schools and their leaders. Democratic leadership then must be based upon the modern concept and principles of democracy; thus the basic principle is the provision of situations and environments in which individuals can develop to the fullest. This involves the physical, mental, emotional, social and spiritual development of man along with his special talents and abilities.

Experience has shown that much of the above development takes place when people are bound together for a common cause or with common objectives.

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<sup>8</sup>Grace Graham, The Public School in the American Community (New York: Harper & Row Publishers, 1963), p. 39.

In Table One Willard S. Elsbree points out the types of educational supervision which are authoritarian, laissez-faire, and democratic and contrasts are cited.

TABLE 1  
TYPES OF EDUCATIONAL SUPERVISION

	Authoritarian	Laissez-Faire	Democratic
Purpose	Training or improvement of the teacher into a pattern predetermined by the Authority.	Teachers "let alone," except for periodic inspectional visits; those unacceptable to the authority dismissed.	Improvement of total teaching-learning situation. Seeks basic understanding of <u>reasons</u> for adopted procedures by having teachers participate in policy formation.
Scope	Limited largely to the improvement of classroom teaching.	Limited largely to teacher rating and "inspiration" of the teacher.	Inclusive of all important factors affecting the teaching-learning situation: teacher, physical plant, materials, administrative policies and procedures, pupils' nature and needs, community, pupils' home life, etc.
Nature or Characteristics	Imposed.  Principal assumed to be "superior."	Little leadership, control, or guidance.  Principal assumed to be "superior."	Co-Operative.  Principal in a peer relationship with teachers.



TABLE 1--Continued

	Authoritarian	Laissez-Faire	Democratic
	Functions pre-scribed and limited to the mechanics of the "teaching" act.	Except for teacher rating, functions vague and undefined.	Function flexible and diverse, derive from the needs of the situation.
	Fixed, rigid, static.	Amorphous, indeterminate.	Experimental and flexible. Constantly seeking better methods.
	Teacher-and pupil focused.	Teacher-focused.	Situation-focused.
Methods	Teacher evaluated by his superior for administrative purposes.	Teacher evaluated by his superior for administrative purposes.	Self-evaluation by teacher and principal, and co-operative evaluation of their functioning for the purpose of improving the total teaching-learning situation.
	Training in "correct" teaching methods through telling, bulletins, demonstrations.	Let teachers alone and supply their needs.	Identification of needs for improvement. Continuous group appraisal.
	Work largely limited to individual teachers.	No work with teachers.	Work with teacher groups in study and analysis of total teaching-learning situation. Group study of specific problems. Individual conferences by request.

\*Adapted from Elsbree and McNally, pp. 410-411.

### The Effective Elementary School Principal

In pointing out the areas of principal leadership, the following principles should serve to guide the principal. The effective application of such principles will result in better schools for children and, ultimately, in a better world. The effective elementary principal--

1. Develops sound human relations with and among members of his staff, parents, and pupils.
2. Stimulates each of his co-workers to catch a vision of a personal potential not previously perceived.
3. Helps the group raise its "sights" concerning what can be accomplished.
4. Releases, develops, and uses the talents of the total staff.
5. Recognizes that high morale is an important factor in good working situations and provides a permissive yet stimulative environment for all.
6. Uses the basic concerns of the group as the beginning point for study and action.
7. Helps the group decide which problems are of greater and lesser significance.
8. Provides assistance as the group decides how to attack the problems.
9. Makes sure that solutions are not approved until the evidence needed for sound judgment is available and has been considered.
10. Contributes suggestions as a member of the group.
11. Helps individual staff members become better able to discuss issues in such a manner that divergent opinions are not merely tolerated, but carefully considered as perhaps preferable to accepted majority opinion.

12. Uses skillfully his knowledge of how groups function, of techniques for improving the effectiveness of groups, and of the potentialities of each group member.
13. Recognizes that some problems require group consideration, while others may best be handled in other ways.
14. Involves in the deliberations leading to a decision those persons (or their representatives) who are likely to be affected by the decision.
15. Makes sure that the actions implied by group decisions are subsequently taken.
16. Builds acceptance within the group that decisions once made are not irrevocable--that frequent review of the consequences of decision is desirable.
17. Relates his actions to the community served, taking into account the power structure, socioeconomic conditions, geographic factors, mores, and traditions.
18. Bases his actions upon what is known concerning the nature of human development and learning.
19. Handles administrative details expeditiously.
20. Acts decisively yet always humanely when situations demand action.
21. Develops the leadership potential in others.
22. Maintains constant faith in people and their ability to improve.
23. Brings all elements of the educational enterprise to focus upon educating the individual child.
24. Builds understanding of the responsibilities of democratic leadership to the individual and of the individual to democratic leadership.

25. Recognizes that growth in the people served is the final test of leadership.<sup>9</sup>

### The Principal and Instruction

Leadership in any area for any purpose obviously requires personal qualities which enable the individual to get a job done through the cooperative efforts of others; it also implies certain managerial attributes. Instructional leadership requires, in addition, a solid grounding in broad academic area, in the principles of learning, in methodology, and in child growth and development. Such leadership becomes effective when built upon successful classroom experience and continuing study. A master teacher may not become a good principal, but a principal who is an instructional leader must be a good teacher.<sup>10</sup>

Today's principal who earns the title of instructional leader must: (1) stimulate in the teacher an attitude of self-improvement, (2) capitalize on the varying abilities of the individual members of his teaching staff who differ among themselves in much the same way that pupils differ among themselves, (3) use resource persons within the school district to enrich and strengthen the program, (4) provide the time and set the stages for teachers to share various experiences, (5) promote a climate for experimentation--intelligent experimentation, not indiscriminate dabbling, and (6) emphasize continued study at institutions of higher learning in academic areas,

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<sup>9</sup>Charles R. Spain, Harold D. Drummond, and John I. Goodlad, Educational Leadership and the Elementary School Principal (New York: Rinehart & Company, Inc., 1956), pp. 21-22.

<sup>10</sup>Nolan Ester and Elizabeth, "The Principal and Instruction," Educational Leadership (December, 1962), pp. 171-174.

in methodology and materials, and in child psychology which is accepted as an expectation of all career teachers. The principal sets the example. He must keep constantly before him the relation of staff improvement to the achievement of the goal of higher-quality-education--the education best for each boy and girl.

#### The Principal's Role in Improving Teacher Morale

The individual group leader, the principal, could improve greatly the operation of the school program if he exerts leadership in building good morale. Morale, as defined by Kimball Wiles in his book Supervision for Better Schools, is the emotional and mental reaction of a person to his job. It may be high or low. Low morale cuts down production; high morale increases it. If morale is high, a staff will do its best to promote effective learning. If morale is low, teachers will not live up to their potential ability and the school will operate at far less than its possible efficiency. High morale is built by making sure that the job provides the satisfactions an individual wants from life.<sup>11</sup>

Harold G. Shane and Wilbur A. Yauch point out in their book, Creative School Administration, that the "school climate" can be improved if the basic drives which motivate individuals are met. These human needs are:

1. feeling of belonging
2. feeling of achievement

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<sup>11</sup>Wiles, pp. 39-40.

3. feeling of economic security
4. feeling of freedom from fear
5. feeling of love and affection
6. feeling of freedom from guilt
7. feeling of sharing and self-respect
8. feeling of understanding<sup>12</sup>

School "climate" is indisputably related to the factor of school morale. What makes a teacher satisfied with his job and his school? Wiles, in a survey of over 1,000 graduate students studying supervision, listed most frequently the following job satisfactions as the ones they want as teachers:

1. security and a comfortable living
2. pleasant working conditions
3. a sense of belonging
4. fair treatment
5. a sense of achievement and growth
6. recognition of contribution
7. participation in deciding policy
8. opportunity to maintain self-respect<sup>13</sup>

If teacher morale is to be high, the principals or official leaders in schools must operate in ways that will enable staff members to obtain these satisfactions from their work. The following suggestions are listed by Wiles as guide lines for the principal in improving and maintaining good teacher morale.

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<sup>12</sup>Harold G. Shane and Wilbur A. Yauch, Creative School Administration (New York: Henry Holt & Company, 1954), p. 103.

<sup>13</sup>Wiles, p. 40.

1. Take the lead in working for good salaries and working conditions for the staff.
2. Keep the staff informed of actions that are being taken in their behalf.
3. Work to secure attractive classrooms and school grounds.
4. Provide tastefully decorated, comfortable teachers rooms.
5. Try to keep all teachers well supplied with up-to-date materials.
6. Be willing to help teachers work out difficulties with pupils, parents, or other teachers.
7. Be willing to work with a teacher in solving a problem caused by his mistake.
8. Work to increase the friendliness and group feeling in the staff.
9. Respect and accept the special contribution of each staff member.
10. Submit proposed individual schedules to the total group involved or to a schedule committee for suggested improvements before issuing them officially.
11. Recommend the organization of a teacher welfare committee.
12. Establish in-service training to build necessary skills for next steps in program improvement.
13. Give staff members the opportunity to grow and advance.
14. Promote from within the ranks where possible.
15. Let people know when they are doing a good job.
16. Show confidence in the ability of the staff.
17. Respect teachers' analysis of the teaching they are doing.

18. Listen to the opinions and proposals of all staff members.
19. Consult with teachers before action is taken that will affect them.
20. Widen the participation in policy formation.
21. Plan work together instead of issuing directives on how it should be done.
22. Give teachers a part in establishing deadlines for work.
23. Avoid action that will make the teacher feel less important or capable.
24. Disregard status lines in helping members of the school group to settle an argument.
25. Seek to decrease school regulations affecting private lives of teachers.
26. Plan with staff members the way a job assignment is to be executed.<sup>14</sup>

In summing up the ingredients of good human relations, or teacher morale, the formula given by Wiles may serve as a guide:

self-assurance	belief in	respect for	SATISFACTORY HUMAN RELATIONS <sup>15</sup>
through	+ the worth	+ wishes and	
self-improvement	of others	feelings of	
		others	

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<sup>14</sup>Ibid., pp. 58-60.

<sup>15</sup>Ibid., p. 129.



### CHAPTER III

#### METHOD OF ANALYSIS

Eighty elementary teachers (K-6) from eight schools in St. Charles were asked to participate in completing a questionnaire. Fifty-two complied with this request. This amounts to sixty-five per cent of the original distribution. Twenty-eight teachers failed to return the questionnaire. A return of this percentage may indicate an above average interest on the part of the teachers in good teacher-principal relationships. Also it points up a willingness to cooperate with the researcher in an undertaking of this kind.

The first part of the questionnaire attempted to provide general information regarding the characteristics of the teachers within the St. Charles School System. Illustrations were used to point out the degree of differences among teachers in the school system. Futhermore, the numeral data were converted into percentages and expressed within the graphs or tables.

The second part of the questionnaire (see appendix B) was constructed without listing any particular question in a given specific area. However, the survey attempted to analyze

six major areas involved in the dynamics of teacher-principal relations. These areas are listed and classified in this paper as: (1) general leadership of the principal, (2) personal appearance of the principal, (3) professional maturity of the principal, (4) teacher morale, (5) school-community relations, and (6) organization and planning.

These six areas listed and classified were by no means completely separated from the whole; the questions were integrated. However, since the principal's role in leadership was widespread and diversified in many areas, the instrument emphasized some listed areas more than others and many areas were not included in the survey.

In evaluating each question in Part II of the questionnaire, the teachers used the following key to point out their reaction: one (1) very poor; two (2) poor; three (3) fair; four (4) good; and five (5) very good.

By using the five intervals listed (1-2-3-4-5), the researcher proceeded to analyze and tabulate each question. In most cases there were fifty-two frequencies distributed among these listed intervals. However, some teachers failed to mark certain questions and adjustments were made to that effect. The median was then computed for each question and for the total questions in each area.

## CHAPTER IV

### FINDINGS OF THE STUDY

#### Characteristics of Teacher Data

The percentage data expressed in Table Two indicated that female teachers outnumber male teachers in a ratio of about ten to one. This ratio exists in most elementary schools today. However, more and more men are choosing elementary teaching careers today because the salaries are comparable to high school teaching, the prestige of the elementary teacher has increased, and it is a field where the man may have the opportunity to become an administrator.

There were twelve elementary men teachers in St. Charles that received the questionnaire. Of this number five returned the questionnaire for a total of 41.7 per cent. The number of elementary women teachers in St. Charles that received the questionnaire was sixty-eight of which forty-seven returned the questionnaire. This was 69.1 per cent of those receiving the questionnaire. Teachers who had administrative responsibilities were excluded in the survey. Thus, it is evident that women teachers were more inclined to cooperate in this undertaking.

Table Two also points out the marital status of teachers in St. Charles. Seven out of every ten teachers answering the questionnaire were married.

TABLE 2  
SEX AND MARITAL STATUS OF RESPONDENTS

	Number	Percentage	Number	Percentage
Male	5	9.6		
Female	47	90.4		
Single			12	23.
Married			37	71.2
Other			3	5.8
Total	52	100	52	100

Table Three points out that 76.9 per cent of the teachers that responded in the survey had either a Bachelor of Science Degree or a Bachelor of Arts Degree. Four teachers or 7.8 per cent had a Master of Science or a Master of Arts Degree. Also one teacher indicated that she had a B. E. Degree; and one teacher was the holder of a Masters Degree in Music Education. Three teachers failed to check the type of degree held. This was actually one-third of the total 15.3 per cent expressed under degree-other.

The elementary certification percentage (90.4%) was expected because the public schools must comply with article 21-1 of the Illinois State Code which states:

No one shall teach or supervise in the public schools nor receive for teaching or supervising any part of any public school fund, who does not hold a certificate of qualification granted by the Superintendent of Public Instruction or by the State Teacher Certification Board and . . . .<sup>16</sup>

Two St. Charles teachers indicated that they had a special certificate as well as the elementary certificate. Also, one teacher had a supervisory certificate; one teacher had a provisional certificate, and three teachers or 5.7 per cent of those classified under certification-other did not respond by checking the question.

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<sup>16</sup>The School Code of Illinois, p. 210.

TABLE 3  
DEGREES AND CERTIFICATION OF RESPONDENTS

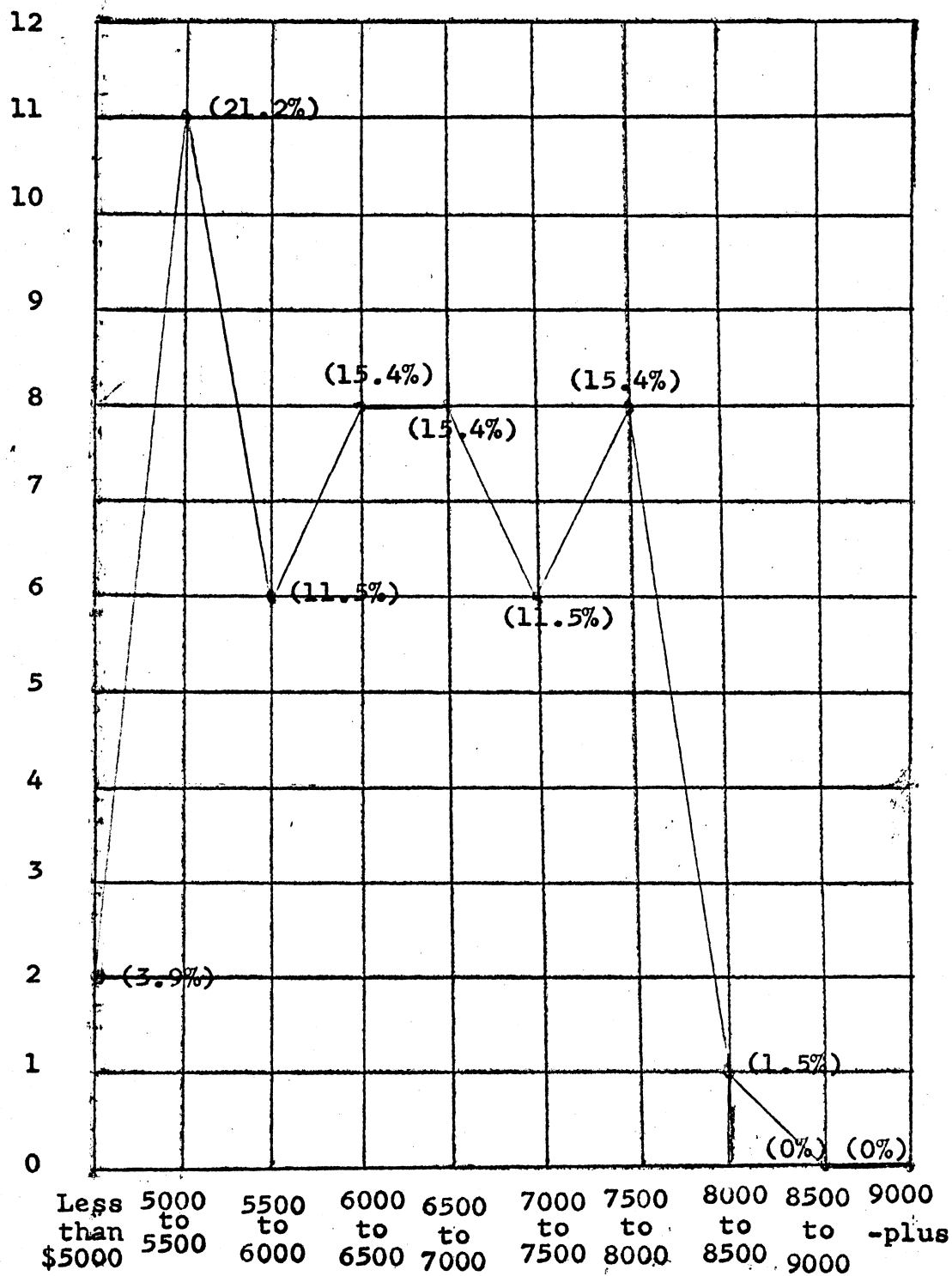
	Number	Percentage	Number	Percentage
B. S. Degree	23	44.2		
B. A. Degree	17	32.7		
M. S. Degree	1	2.		
M. A. Degree	3	5.8		
Adv. Cert.	0	0.		
Other	8	15.3		
Secondary Cert.			1	2.
Elementary Cert.			47	90.4
Special Cert.			0	0.
Other Cert.			4	7.6
Total	52	100	52	100

The salary guide for St. Charles is comparable to other suburban cities in the Chicago area. The beginning salary for an inexperienced teacher was \$5,300 in 1964-65. Graph One shows that eleven teachers or 21.2 per cent were in this income bracket. Also, it indicates that two teachers or 3.9 per cent had an income below \$5,000. It could be that these two teachers were kindergarten staff and that they did not teach full time. Also, it might be possible that these teachers were non-degree and that the salary scale was adjusted somewhat lower than the one mentioned above which is quoted for the Bachelor of Science Degree.

Graph Two points out that the largest percentage (30.8%) of teachers in St. Charles who answered the questionnaire have from zero to three years teaching experience. This is slightly less than one third. The researcher feels that this can be attributed to: (1) the rapid population growth in St. Charles caused by new industries, and consequently the need for new and additional staff, (2) the Chicago population is expanding westward, (3) the community offers many recreational activities, (4) the community is near many colleges and universities where new teachers may take advanced schooling for higher degrees, and consequently obtain higher salaries, and (5) the school district is a good place to teach in since it has an attractive beginning salary for new teachers, and the educational facilities and teacher aids are excellent.

GRAPH 1.

No. of Teachers ANNUAL SALARY (1964-65) OF RESPONDENTS

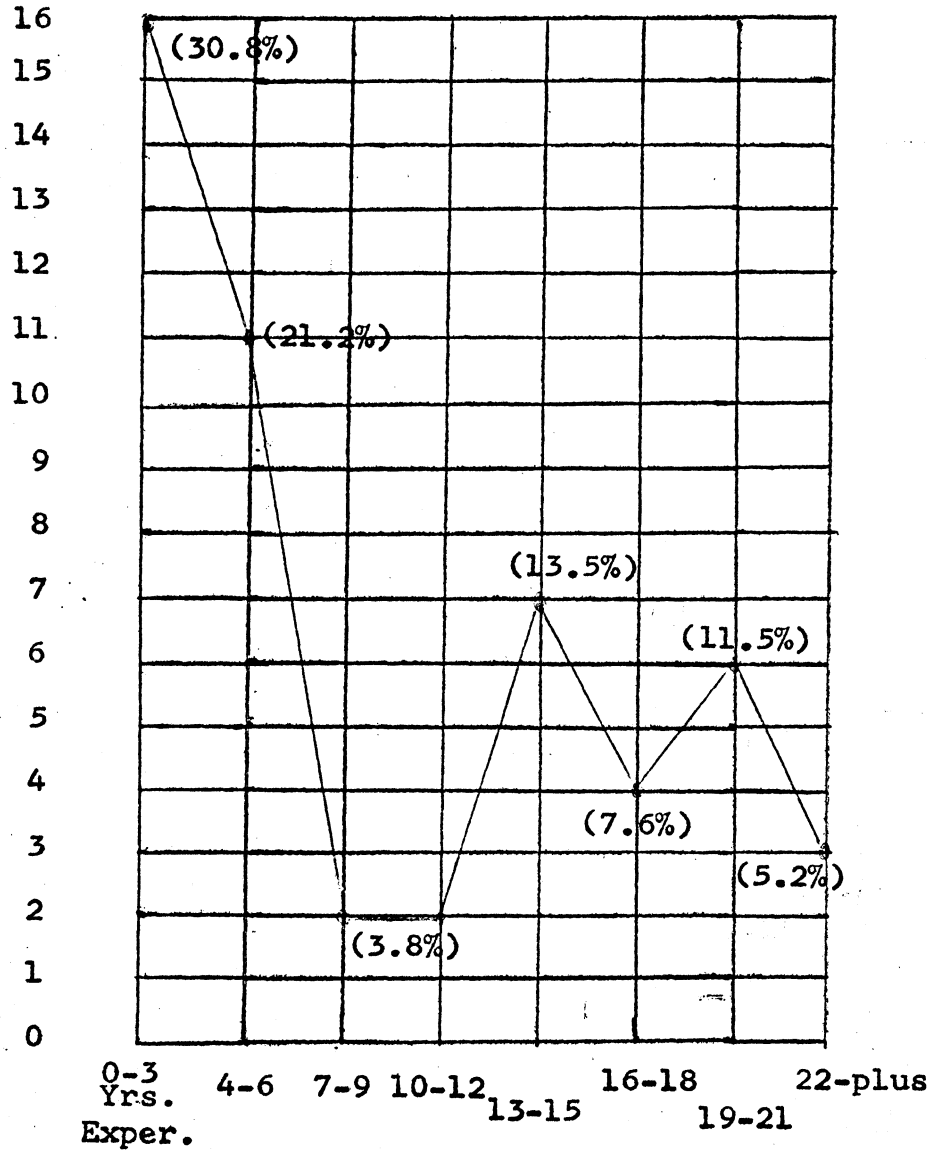




GRAPH 2

TEACHING EXPERIENCE OF RESPONDENTS

No. of  
Teachers



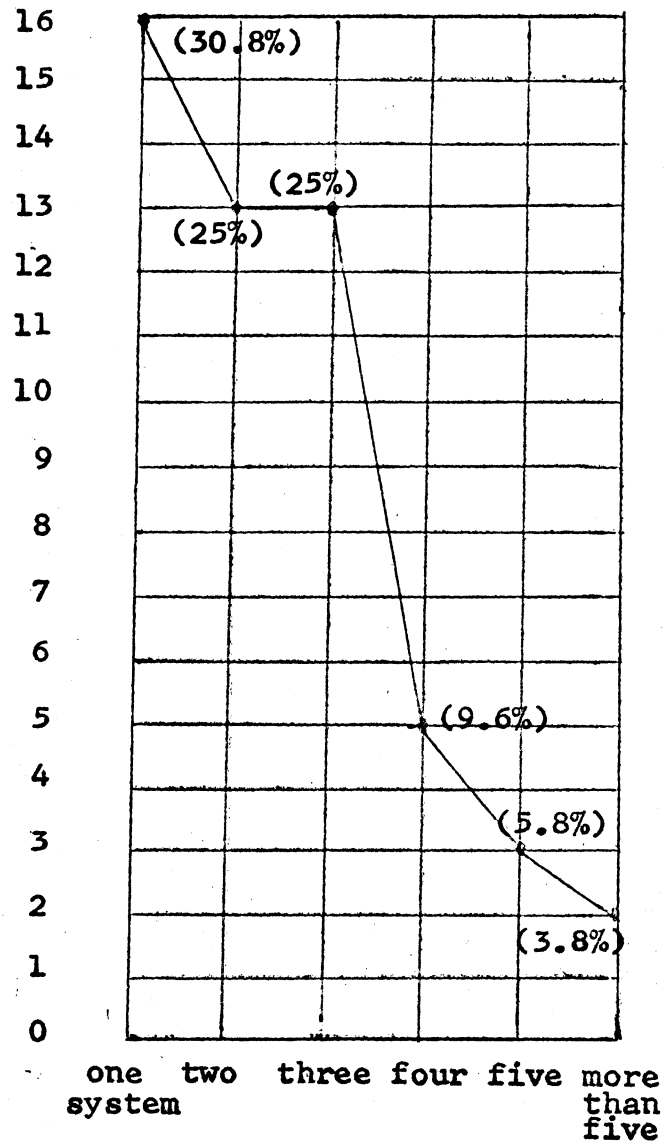
In Graph Three 80.8 per cent of the teachers who responded to the questionnaire indicated that they had taught in less than four school districts. Only 3.8 per cent had taught in more than five districts. Thus, the expressed opinion is that the assessment of this data appears to show stability among teachers in the St. Charles Elementary Schools at the time of the survey.

Finally, brief comments are made on the teacher-pupil load. Eighty-six and four tenths per cent of the classes of those teachers answering the questionnaire have less than thirty-three pupils. Only one class or 1.8 per cent had more than thirty-eight pupils. It has been stated in current literature by many teachers that twenty-five to thirty pupils is a desirable number. Thus, if a teacher is expected to meet the individual needs of all children and accomplish certain objectives and goals during the school year, the teacher-pupil load should be adequate to meet these demands.

GRAPH 3

TEACHING MOBILITY OF RESPONDENTS

No. of  
Teachers



## General Leadership of The Principal

Table Four presents the teachers' reaction to the fifteen evaluative items listed on general leadership of their respective building principal. The total median was 3.89 which indicated that from a sum of 759 checks (using the scale 1-2-3-4-5) 528 were either good or very good. This means that 69.6 per cent of the teachers rated their principal good or very good in relation to qualities of general principal leadership. Evaluative item number three was singled out for immediate principal improvement. Here, the median was 3.60 indicating only 54 per cent of the teachers (28 out of 52) felt that their principal offered them assistance in overcoming specific weaknesses. Evaluative items number eight, eleven, seventeen, and twenty were also below the median of the total group. The prevailing need for better principal leadership in these areas would indicate improved teacher-principal relations.

Evaluative items number ten, twenty-five, and forty-five were cited as above average medians, and consequently three better qualities of principal leadership in St. Charles as expressed by the teachers who answered the questionnaire. For example, in question ten, the median was 4.50. Changing this to percentage, we have thirty-nine teachers out of fifty marking this evaluative item either good or very good which is 78 per cent.

TABLE 4  
GENERAL LEADERSHIP OF THE PRINCIPAL

Evaluative Items	Scale					Median
	vp 1	p 2	f 3	g 4	vg 5	
3. Does your principal offer assistance in overcoming specific weaknesses?	2	6	16	21	7	3.60
7. Does your principal encourage teachers to develop distinctive classrooms that reflect the work and activities of their classes?	1	5	9	20	16	4.05
8. Does your principal define clearly the functions and responsibilities of teachers as outlined by the school administration?	3	6	11	16	16	3.88
10. Does your principal keep you informed on administrative regulations that have been changed or new regulations that have been enacted by higher authority?	4	2	6	14	25	4.50
11. Does your principal encourage self-evaluation by teachers and their classes?	0	5	13	24	8	3.79
13. Is it your opinion that your principal practices democratic values and skills in working with the faculty?	0	3	11	16	22	4.25
16. Does your principal utilize the special skills and talents of others?	0	4	8	23	14	4.06
17. Does your principal locate and make available new and pertinent instructional materials?	2	4	8	15	18	3.83

TABLE 4--Continued

Evaluative Items	Scale					Median
	vp 1	p 2	f 3	g 4	vg 5	
19. Does your principal plan the best use of physical facilities, time, and personnel?	2	5	9	17	17	4.03
20. Does your principal help teachers to know whether or not they are doing a good job?	3	8	6	26	9	3.85
22. Do you feel that your principal tries to develop the faculty into a friendly, enthusiastic team?	3	1	11	19	17	3.97
25. Does your principal help teachers work out difficulties with pupils, parents, or other teachers?	2	2	6	16	23	4.44
26. Does your principal study all problems which may be involved before making changes in the school program?	1	3	9	25	12	3.98
36. Does your principal work to increase the friendliness and group feeling in the staff?	3	2	13	17	15	3.91
45. Do you feel that your principal's role is supporting, assisting, or sharing, rather than directing?	0	2	9	13	27	4.54
Total	26	58	147	282	246	3.89

### Personal Appearance of The Principal

In Table Five evaluative items were listed on personal appearance of elementary principals in the St. Charles Elementary Schools. The total median was 4.66 which points out that teachers rated their principal very good in this area. Two hundred and thirty-three markings were either good or very good as compared to twenty-nine for very poor, poor, or fair. This is 88.5 per cent of those answering the questionnaire. Of this percentage, 61.9 per cent of the teachers marked very good for the personal appearance of their respective building principal.

Evaluative items number thirty, thirty-one, and thirty-four were cited as having medians below the median of the total group of 4.66. In evaluative item number thirty, two teachers indicated that their principal exercised very poor punctuality in his work; four teachers marked the same question poor, and eight checked this question fair. Since the principal sets an example for his staff, this question can be singled out for his improvement.

TABLE 5  
PERSONAL APPEARANCE OF THE PRINCIPAL

Evaluative Items	Scale					Median
	vp 1	p 2	f 3	g 4	vg 5	
30. Does your principal exercise punctuality in his or her work?	2	4	8	16	22	4.25
31. Does your principal have a good sense of humor most of the time?	0	1	3	19	29	4.60
32. Is your principal neat and well groomed most of the time?	0	0	3	9	39	4.86
34. Is your principal socially gregarious, poised, and comfortable in social intercourse?	0	2	4	16	30	4.63
41. Does your principal act politely, courteously, and friendly to staff members, parents, and pupils?	0	1	1	13	36	4.80
Total	2	8	19	77	156	4.66



### Professional Maturity of The Principal

Table Six dealt with professional maturity of the elementary principals in St. Charles. Five evaluative items have been presented and evaluated by fifty-two teachers. The total median was 4.31. This means that 75 per cent of the teachers answering the questionnaire rated their respective building principal either good or very good in this area.

Evaluative item number twenty-eight had the lowest median (4.00) in this group of questions. Here, sixteen teachers marked this question very poor, poor, or fair indicating that 32 per cent of them felt that their respective building principal did not read many professional books or participate in professional organizations. Evaluative items number twelve and eighteen are cited as very good qualities of the St. Charles Elementary Principals as expressed by the teachers who responded to the survey.

TABLE 6  
PROFESSIONAL MATURITY OF THE PRINCIPAL

Evaluative Items	Scale					Median
	vp 1	p 2	f 3	g 4	vg 5	
12. Do you feel that your principal displays interest and enthusiasm in his or her position.	1	4	6	14	27	4.55
15. Does your principal accomplish a lot of work through his or her office?	3	4	5	15	21	4.37
18. Does your principal understand the broad objectives of the total school program?	0	2	8	16	26	4.50
28. Does your principal exercise leadership in reading professional books and participation in professional organizations?	1	4	11	18	15	4.00
43. Does your principal use the pronoun "we" instead of "I"?	4	1	8	16	19	4.25
Total	9	15	38	79	110	4.31

### Teacher Morale

Teacher morale, as listed in Table Seven, has nine evaluative items. The teachers' reaction to this group of questions showed a median of the group of 4.28. Thus, a total of 355 markings out of 453 were listed as good or very good. This indicated that 78.4 per cent of the teachers felt that their principals were effective in teacher morale areas. Evaluative item number thirty-seven--sharing goals and methods of operation was rated the lowest in this group of questions; evaluative item number twenty-four--open door policy was at the apex.

TABLE 7  
TEACHER MORALE

Evaluative Items	Scale					Median
	vp 1	p 2	f 3	g 4	vg 5	
1. Do you feel that your principal exerts leadership in promoting a friendly emotional climate for children?	0	2	6	19	25	4.45
5. Does your principal exert leadership to secure adequate salaries and good working conditions for the staff?	1	2	9	17	22	4.32
6. Does your principal consult with teachers before action is taken that will affect them?	2	4	5	16	23	4.38
23. Do you feel that your principal recognizes and gives credit for achievements in your work?	1	4	6	21	18	4.16
24. Does your principal keep an "open door" to all staff's problems?	1	3	4	16	27	4.55
27. Does your principal investigate the facts before he or she settles a grievance?	2	1	7	22	19	4.23
37. Does your principal share determination of goals and method of operation?	3	2	10	18	15	4.00
38. Does your principal share all praise and recognition?	0	4	6	23	17	4.15
44. Do you feel that your principal cooperates in every way possible to assist you in your classroom duties?	1	4	8	12	25	4.50
Total	11	26	61	164	191	4.28

TABLE 8  
SCHOOL-COMMUNITY RELATIONS

Evaluative Items	Scale					Median
	vp 1	p 2	f 3	g 4	vg 5	
33. Is your principal enjoyed by everyone and is he effective in public relations?	0	0	9	12	30	4.63
39. Does your principal keep the community informed of school activities?	1	2	8	22	17	4.14
40. Does your principal show interest in the out-of-school activities of faculty members?	2	3	14	21	8	3.74
Total	3	5	31	55	55	4.14

#### School-Community Relations

Since only three questions were listed for evaluation on school-community relations, it seems feasible to make only a brief comment here. The median of the total group of 4.14 seems to point out that the elementary principals were effective in school-community relations.

### Organization and Planning

Table Nine presents the teachers' reaction to eight evaluative items listed on organization and planning. This tabulation showed 268 frequencies listed in good or very good as compared to 137 frequencies checked in very poor, poor, or fair. Thus, the median of the total group was 3.90 or if expressed in percentage would be 66.2 per cent in good or very good compared with 33.8 per cent in very poor, poor, or fair.

Evaluative items number fourteen, twenty-nine, thirty-five, and forty-two were cited below the median of the group. Evaluative item number thirty-five with a median of 3.67 was singled out as a probable weakness because twenty-two out of fifty teachers or 44 per cent indicated that their principal gave them little part in establishing deadlines for work.

TABLE 9  
ORGANIZATION AND PLANNING

Evaluative Items	Scale					Median
	vp 1	p 2	f 3	g 4	vg 5	
2. Does your principal encourage you to make constructive suggestions on school policies and practices?	1	2	16	14	19	4.00
4. Does your principal give you the opportunity to exercise leadership in the school?	1	1	11	23	15	4.07
9. Does your principal exert leadership for school program improvement through the faculty?	5	1	7	27	12	3.98
14. Does your principal exercise leadership in curriculum development and guidance?	2	3	14	19	14	3.87
21. Do you feel that faculty meetings are useful for thinking and working together?	2	6	7	21	14	3.96
29. Does your principal provide for teacher-principal cooperation in planning, executing, and evaluating?	3	6	10	22	9	3.77
35. Does your principal give teachers a part in establishing deadlines for work?	2	7	13	18	10	3.67
42. Does your principal encourage pupil-teacher planning in the classroom?	1	4	12	20	11	3.85
Total	17	30	90	164	104	3.90

## CHAPTER V

### SUMMARY AND CONCLUSION

The purpose of this paper was to determine through an opinion survey of elementary teachers in St. Charles, what their feelings were in regard to existing teacher-principal relationships. The statement was made that teacher-principal relationships in St. Charles were generally affirmative and that the survey represented an attempt to improve rather than create good relations. This statement has been substantiated by this survey. Furthermore, the study attempted to determine which characteristics were important for a successful principal, and which needs of teachers could be met through improved administration.

The instrument consisted of an attached introductory letter to the teacher (see appendix A) which introduced the researcher, explained its purpose and asked the recipient's cooperation. The questionnaire consisted of two parts. The first part dealt with the general teacher data in the following areas: (1) sex; (2) marital status; (3) degree; (4) certification; (5) teaching experience; (6) different systems



taught in; (7) salary; and (8) teacher-pupil load. This information was tabulated and expressed in illustrations or tables.

Part two of the survey consisted of forty-five questions which were evaluated by using the following key: one (1) very poor; two (2) poor; three (3) fair; four (4) good; and five (5) very good. These questions were later grouped by the writer into the following major classifications: (1) general leadership of the principal; (2) personal appearance of the principal; (3) professional maturity of the principal; (4) teacher morale; (5) school-community relations; and (6) organization and planning.

Each question was evaluated and the median was found, indicating the score below which 50 per cent of the cases fell; the median was also tabulated for the total group of questions (see Tables 4-9).

The median for the total survey was (six areas--forty-five questions) 4.16. The total 2,279 markings were distributed as follows: 68 very poor; 142 poor; 386 fair; 821 good; and 862 very good. This definitely points out that the teacher-principal relationship in St. Charles substantiates the original hypothesis in general. However, some questions showed a weakness in the teacher-principal relationship. These evaluative items were singled out and comments were expressed. The three weakest questions dealt with

principal punctuality, establishing deadlines for work, and helping teachers overcome weaknesses. These inadequacies could be overcome by the principal if he became more aware of them, and exerted corrective measures to that effect.

In essence, the school principal is the coordinator of a program of education. He possesses the ability to create circumstances which allow a group to achieve its goals, objectives, and further the ability to develop a rapport with those he interacts with to the extent that they have confidence in his own ability and integrity. The principal is a moderator of ideas and also a dispenser of them. He seeks to motivate and utilize instead of directing and dictating. He has risen to assume the station of a peer, whereas, in the past, he had represented authority within a school. The principal works for the teachers and they in turn work for him. Enlightened school principals reflect a belief in the value of collective judgment and good human relations. Their authority grows from the confidence the staff has in their ability. Success of both staff and principal are bound together. From this dependence comes strength. Thus the statement, "as the principal, so goes the school," is as applicable today as it was fifty years ago. However, the implication of authority has been replaced by implications of cooperation and motivation.

APPENDIX A

UNIT DISTRICT #303

St. Charles Public Schools

St. Charles, Ill.

ROBERT E. DREW  
Asst. Superintendent

JOHN H. WREDLING  
Superintendent

DEAN A. SHINNEMAN  
Asst. Superintendent

May 4, 1965

TEACHER-PRINCIPAL RELATIONSHIP IN THE ELEMENTARY SCHOOLS

Dear Teacher:

One of the most important characteristics of a good elementary school depends upon its teachers and principal. Are they healthy, happy, satisfied, well adjusted, and professionally qualified?

A study on this topic is being conducted in the St. Charles Elementary Schools (K-6) for the purpose of writing a master thesis. With your help, some of the fallacies in teacher-principal relationships may be found and favorable changes suggested.

This questionnaire can be completed in a few minutes. Please read directions carefully; answer all questions by checking or circling the blank or number which indicates your evaluation. It will be very helpful if you will complete and return the questionnaire as soon as possible. A self-addressed envelope has been enclosed for your convenience.

Your cooperation will be sincerely appreciated.

Cyril Goldman  
6th grade teacher

P.S. The general information gained from the study will be made available to teachers, principals, or the school board, upon request in September.

## 46

1. Male \_\_\_\_\_ Female \_\_\_\_\_ 2. Single \_\_\_\_\_ Married \_\_\_\_\_ Other \_\_\_\_\_

3. What type of certificate (s) do you hold? Elem \_\_\_\_\_ Second \_\_\_\_\_  
Special \_\_\_\_\_ Other \_\_\_\_\_

4. What kind of degree do you hold? B.A. \_\_\_\_\_ B.S. \_\_\_\_\_ Other \_\_\_\_\_  
M.A. \_\_\_\_\_ M.S. \_\_\_\_\_ Adv.Cert. \_\_\_\_\_

5. What is your present annual salary?  
Less than \$5,000 \_\_\_\_\_ \$5,000-5,500 \_\_\_\_\_ \$5,500-6,000 \_\_\_\_\_  
\$6,000-6,500 \_\_\_\_\_ \$6,500-7,000 \_\_\_\_\_ \$7,000-7,500 \_\_\_\_\_  
\$7,500-8,000 \_\_\_\_\_ \$8,000-8,500 \_\_\_\_\_ \$8,500-9,000 \_\_\_\_\_  
\$9,000-plus \_\_\_\_\_

6. How many years have you taught? 0-3 \_\_\_\_\_ 4-6 \_\_\_\_\_ 7-9 \_\_\_\_\_  
10-12 \_\_\_\_\_ 13-15 \_\_\_\_\_ 16-18 \_\_\_\_\_  
19-21 \_\_\_\_\_ 22-plus \_\_\_\_\_

7. How many different school systems have you taught in?  
1 \_\_\_\_\_ 2 \_\_\_\_\_ 3 \_\_\_\_\_ 4 \_\_\_\_\_ 5 \_\_\_\_\_ More than 5 \_\_\_\_\_

8. How many pupils do you have in your class?  
Less than 20 \_\_\_\_\_ 21-26 \_\_\_\_\_ 27-32 \_\_\_\_\_ 33-38 \_\_\_\_\_ over 38 \_\_\_\_\_

key

1 - Very poor  
2 - Poor  
3 - Fair  
4 - Good  
5 - Very Good

vp    p   f    g   vg

- |                                                                                                                                                               | 1 | 2 | 3 | 4 | 5 |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------|---|---|---|---|---|
| 1. Do you feel that your principal exerts leadership in promoting a friendly emotional climate for children?                                                  | 1 | 2 | 3 | 4 | 5 |
| 2. Does your principal encourage you to make constructive suggestions on school policies and practices?                                                       | 1 | 2 | 3 | 4 | 5 |
| 3. Does your principal offer assistance in overcoming a specific weaknesses?                                                                                  | 1 | 2 | 3 | 4 | 5 |
| 4. Does your principal give you the opportunity to exercise leadership in the school?                                                                         | 1 | 2 | 3 | 4 | 5 |
| 5. Does your principal exert leadership to secure adequate salaries and good working conditions for the staff?                                                | 1 | 3 | 3 | 4 | 5 |
| 6. Does your principal consult with teachers before action is taken that will affect them?                                                                    | 1 | 2 | 3 | 4 | 5 |
| 7. Does your principal encourage teachers to develop distinctive classrooms that reflect the work and activities of their classes?                            | 1 | 2 | 3 | 4 | 5 |
| 8. Does your principal define clearly the functions and responsibilities of teachers as outlined by the school administration?                                | 1 | 2 | 3 | 4 | 5 |
| 9. Does your principal exert leadership for school program improvement through the faculty?                                                                   | 1 | 2 | 3 | 4 | 5 |
| 10. Does your principal keep you informed on administrative regulations that have been changed or new regulations that have been enacted by higher authority? | 1 | 2 | 3 | 4 | 5 |
| 11. Does your principal encourage self-evaluation by teachers and their classes?                                                                              | 1 | 2 | 3 | 4 | 5 |
| 12. Do you feel that your principal displays interest and enthusiasm in his or her position?                                                                  | 1 | 2 | 3 | 4 | 5 |

	vp	p	f	g	vg
13. Is it your opinion that your principal practices democratic values and skills in working with the faculty?	1	2	3	4	5
14. Does your principal exercise leadership in curriculum development and guidance?	1	2	3	4	5
15. Does your principal accomplish a lot of work through his or her office?	1	2	3	4	5
16. Does your principal utilize the special skills and talents of others?	1	2	3	4	5
17. Does your principal locate and make available new and pertinent instructional materials?	1	2	3	4	5
18. Does your principal understand the broad objectives of the total school program?	1	2	3	4	5
19. Does your principal plan the best use of physical facilities, time, and personnel?	1	2	3	4	5
20. Does your principal help teachers to know whether or not they are doing a good job?	1	2	3	4	5
* * * * *					
21. Do you feel that faculty meetings are useful for thinking and working together?	1	2	3	4	5
22. Do you feel that your principal tries to develop the faculty into a friendly, enthusiastic team?	1	2	3	4	5
23. Do you feel that your principal recognizes and gives credit for achievements in your work?	1	2	3	4	5
24. Does your principal keep an "open door" to all staff's problems?	1	2	3	4	5
25. Does your principal help teachers work out difficulties with pupils, parents, or other teachers?	1	2	3	4	5
26. Does your principal study all problems which may be involved before making changes in the school program?	1	2	3	4	5
27. Does your principal investigate the facts before he or she settles a grievance?	1	2	3	4	5
28. Does your principal exercise leadership in reading professional books and participation in professional organizations?	1	2	3	4	5
29. Does your principal provide for teacher-principal cooperation in planning, executing, and evaluating?	1	2	3	4	5
30. Does your principal exercise punctuality in his or her work?	1	2	3	4	5
31. Does your principal have a good sense of humor most of the time?	1	2	3	4	5
32. Is your principal neat and well groomed most of the time?	1	2	3	4	5
33. Is your principal enjoyed by everyone and is he effective in public relations?	1	2	3	4	5
34. Is your principal socially gregarious, poised, and comfortable in social intercourse?	1	2	3	4	5
35. Does your principal give teachers a part in establishing deadlines for work?	1	2	3	4	5

- |                                                                                                                                         | vp | p | f | g | vg |
|-----------------------------------------------------------------------------------------------------------------------------------------|----|---|---|---|----|
| 36. Does your principal work to increase the friendliness and group feeling in the staff?                                               | 1  | 2 | 3 | 4 | 5  |
| 37. Does your principal share determination of goals and method of operation?                                                           | 1  | 2 | 3 | 4 | 5  |
| 38. Does your principal share all praise and recognition?                                                                               | 1  | 2 | 3 | 4 | 5  |
| 39. Does your principal keep the community informed of school activities?                                                               | 1  | 2 | 3 | 4 | 5  |
| 40. Does your principal show interest in the out-of-school activities of faculty members?                                               | 1  | 2 | 3 | 4 | 5  |
| 41. Does your principal act politely, courteously, and friendly to staff members, parents, and pupils?                                  | 1  | 2 | 3 | 4 | 5  |
| 42. Does Your principal encourage pupil-teacher planning in the classroom?                                                              | 1  | 2 | 3 | 4 | 5  |
| 43. Does your principal use the pronoun "we" instead of "I"?                                                                            | 1  | 2 | 3 | 4 | 5  |
| 44. Do you feel that your principal cooperates in every way possible to assist you in your classroom duties?                            | 1  | 2 | 3 | 4 | 5  |
| 45. Do you feel that your principal's role is <u>supporting</u> , <u>assisting</u> , or <u>sharing</u> , rather than <u>directing</u> ? | 1  | 2 | 3 | 4 | 5  |

\* \* \* \* \*

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